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ABSTRACT

The packet of visual images, designed by Ojibwe artist Steven Premo, is intended to provide teachers of Indian students with contemporary, positive, non-stereotypical images of native cultures, particularly Indian women, that can be used in all classes for any aged student to assist in increasing the self-esteem of Indian children and help raise the level of understanding among all cultures. The materials include: sticker designs (11 pages of contemporary Indian students, animals, books, and smiling elders, which can be stuck to papers and worksheets or given as prizes); borders (2 types for edging announcements, posters, or worksheets); certificates (2 general designs which can be used for any event to recognize and congratulate outstanding students); duplicating masters (an example sheet is provided which contains drawings of actual female Indian students suitable for worksheets in all subjects or for notes and letters); and a bookmark design. (NEC)

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Minneapolis Public Schools
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Graphic Designer II

Equal Education: Student Achievement Department
Rosemary Ackley Christensen, Director
Charles D. Robertson Jr., Cultural Programs Coordinator
Curriculum Division
Peg O'Shaughnessy, Director

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Indian Images

CHARLES D. ROBERTSON JR.

While in school, a student, any student, may see or learn about Indians in a couple of different ways. Certainly the subjects of history and social studies are the most obvious areas where teaching about Indians is readily part of the course of study. If a student is lucky, maybe Indians will be included in art or music classes also. It is about here that the list ends. This is because curricular materials can be put into any subject. For students who are having trouble, information about, or simply a reference to, their culture can peak the interest and provide a push to persevere in the classroom.

It is with this in mind that a small grant was submitted by the Minneapolis Public Schools, Indian Education Department to the federal Women's Educational Equity Act (WEEA). The intent was to develop a series of visual images that could be used to represent Indian people in general and Indian women specifically, more [illegible] less stereotypical. The title of this [illegible] conveying informal- [illegible] general enough [illegible] variety of ways and with any school subject.

[illegible]
Geraldine Dearlove II

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The Indian Education Department, now called Equal Education: Student Achievement, is uniquely qualified to accomplish such an undertaking. Directed by Rosemary Ackley Christensen, IED has been developing Indian curriculum to be used in schools for a decade. Also, the proposal was written especially to suit the talents of Ojibwe artist Steven Premo, a Graphics Designer II in the department.

As a means to fully test the variety of usefulness IMAGES will have, it was proposed that it be made available not only to teachers in the urban Minneapolis area, but also to teachers in rural, suburban and near-reservation areas who might not otherwise have such resources. Toward this end, assistance and partnership was sought with five other public school districts. Those selected were Anoka, Minnesota; Ashland, Wisconsin; Bagley, Minnesota; Bayfield, Wisconsin, and Bemidji, Minnesota. These districts welcomed the opportunity to participate and, eventually, receive IMAGES, which will be provided to them free.

A series of three meetings at each of the participating districts was planned. The first meeting, in fall 1983, was to determine what types of visuals were needed and could be used. It was found that there was very little representation of Indians in the other districts' existing curriculum or materials. When Indians were depicted it was often in a stereotypical manner, usually including long hair and feathers. The first meeting also provided an opportunity to photograph Indian girls. The photos could then be used as a model for drawings which would, later, become part of the visual packets. In this manner, IMAGES will also represent "real" Indians, not only an artist's conception.

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Back in Minneapolis, the Indian Education staff conferred to determine what the visual packets would include. This input, along with the suggestions from each district, provided Premo with a starting point to begin work.

By May 1984, the initial artwork was prepared and taken back to each of the districts for further consideration. The response was fantastic. Representatives from each of the districts were overjoyed at the thought of getting these materials. One suggestion which came out of the second round of meetings was the need for "warm fuzzies." Warm fuzzies are short positive sayings such as "good job," "congratulations" and good work."

With the second of the meetings complete, IMAGES now had only to be put in final form. As a unique, personal addition, Premo added the compliments that pleased him as a child. Instead of using words or happy faced suns for warm fuzzies, he substituted drawings of elders smiling.

The third and final meetings are planned for early fall, 1984. At this time, 100 packets of IMAGES will be given to each participating district. The actual visuals are of different types and include:

STICKERS: Ten pages of contemporary Indian students, animals, books and designs which can be stuck to papers or worksheets, or given as prizes.

BORDERS: Two types for meeting announcements, posters and many other things which can be drawn inside.

CERTIFICATES: Two general certificates which can be used for any event, such as graduations or sports, to recognize and congratulate outstanding students.

DUPLICATING MASTERS: Sheets which contain pictures of actual Indian students from the other districts. This can be used for school worksheets in all subjects or for notes and letters.

BOOKMARKS: will be provided in the packets. Also to each district as masters so more can be printed. Space is left so pertinent information can be added.

POSTERS: A larger sized [illegible] provided to each [illegible] original form, [illegible] to relate specifically to each district. Space is left so pertinent information can be added.

In addition to the visual packets, training will be provided to teachers in each district. The training will include suggestions on the use of IMAGES. Beyond that, IMAGES will become a means to present another idea; that cultural references needn't be confined to a very small area but are present and can be used successfully in all facets of education and life.

Eventually, IMAGES will be made available for purchase by any agency through the Minneapolis Public Schools. In this manner, the inexpensive, one-year project will continue on to benefit Indian, and all students, long after the final report is written and sent off to Washington, D.C.

Creating visuals depicting Indian people in a positive manner will not, by itself, solve the very real difficulties Indian children face in the school situation. But enhancing the school environment to include positive representations of the native culture will assist in increasing the self-esteem of Indian children and, ultimately, help to raise the level of understanding among all cultures.

This Artwork was developed under a grant from the U.S. Department of Education. It does not necessarily represent the policy of the Department of Education and/or endorsement by the Federal Government.

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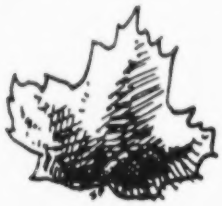
... Director
... Student Achievement



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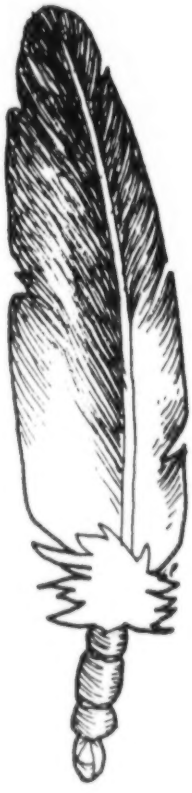

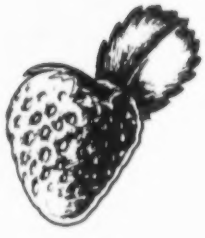

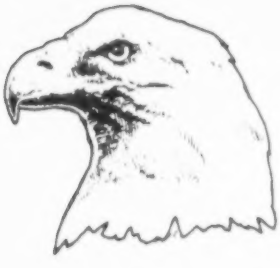

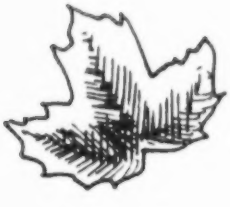

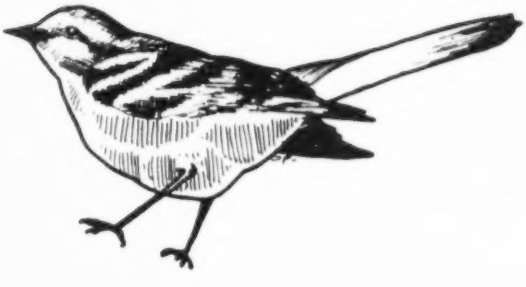

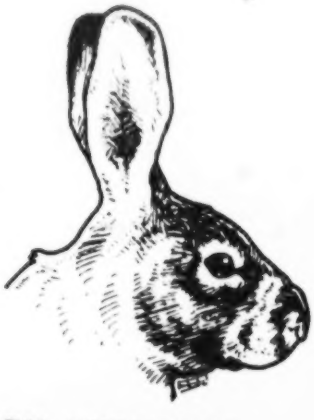

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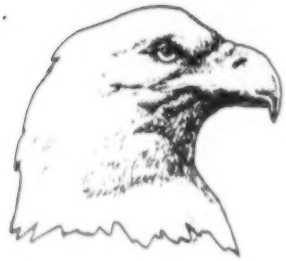

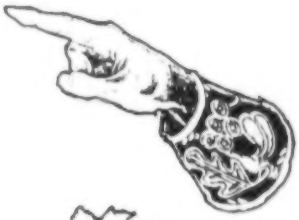

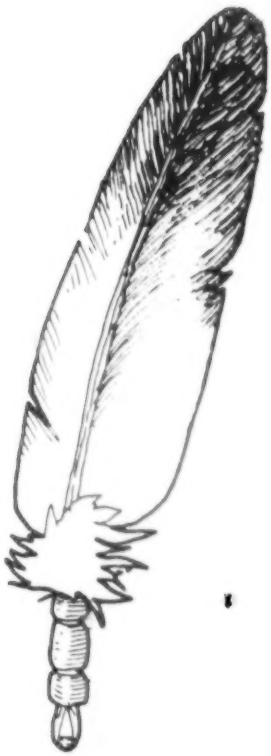

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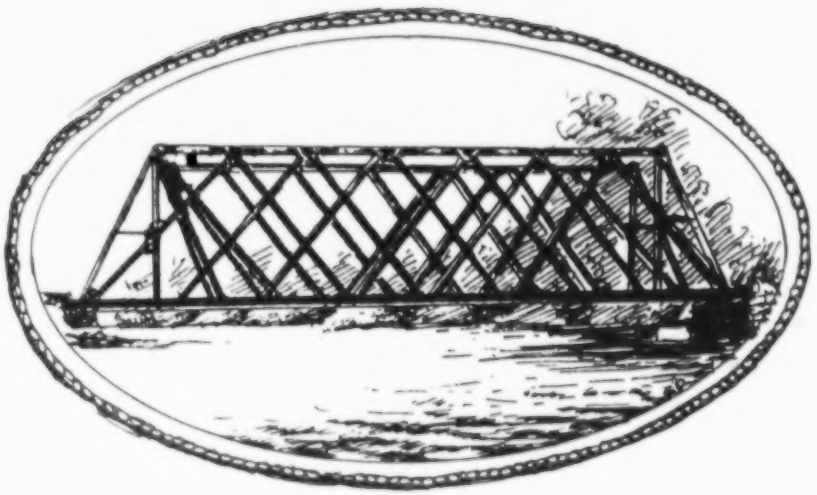

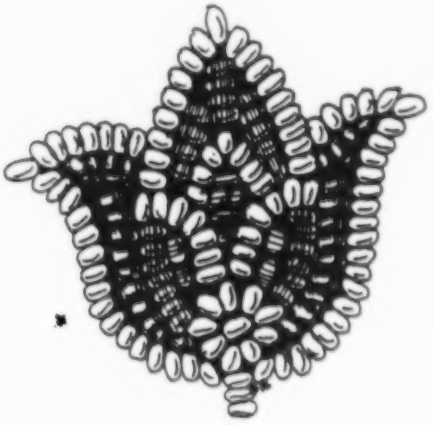

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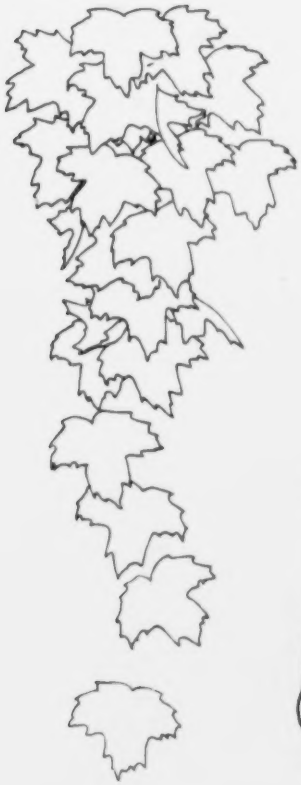

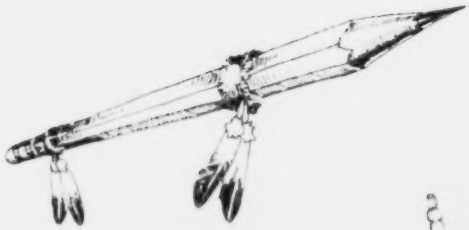

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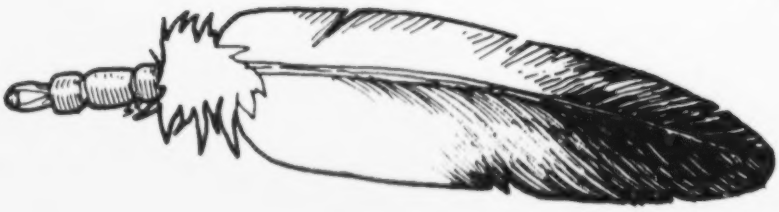

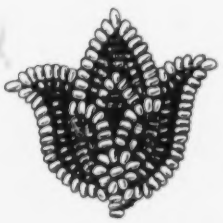

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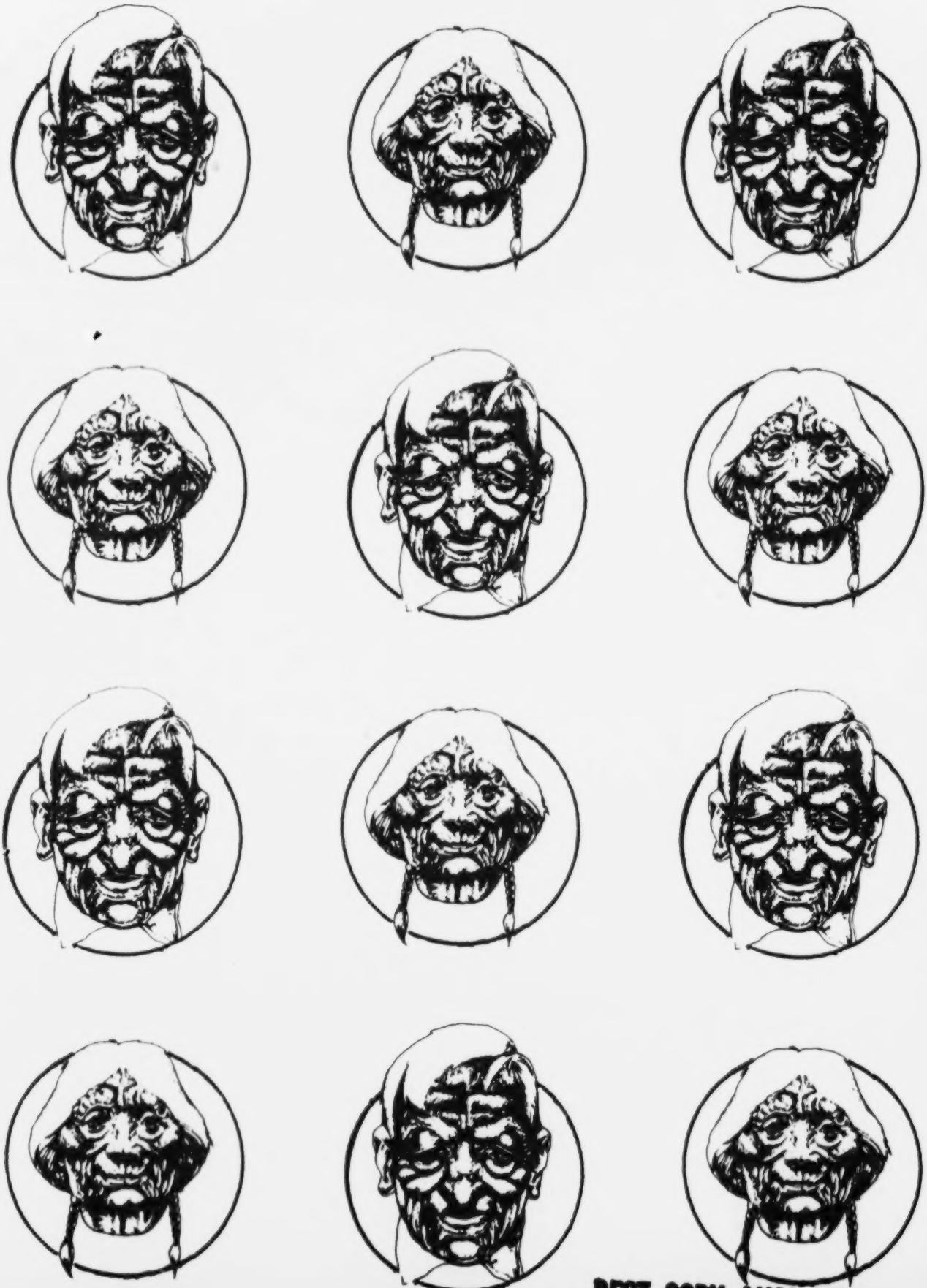

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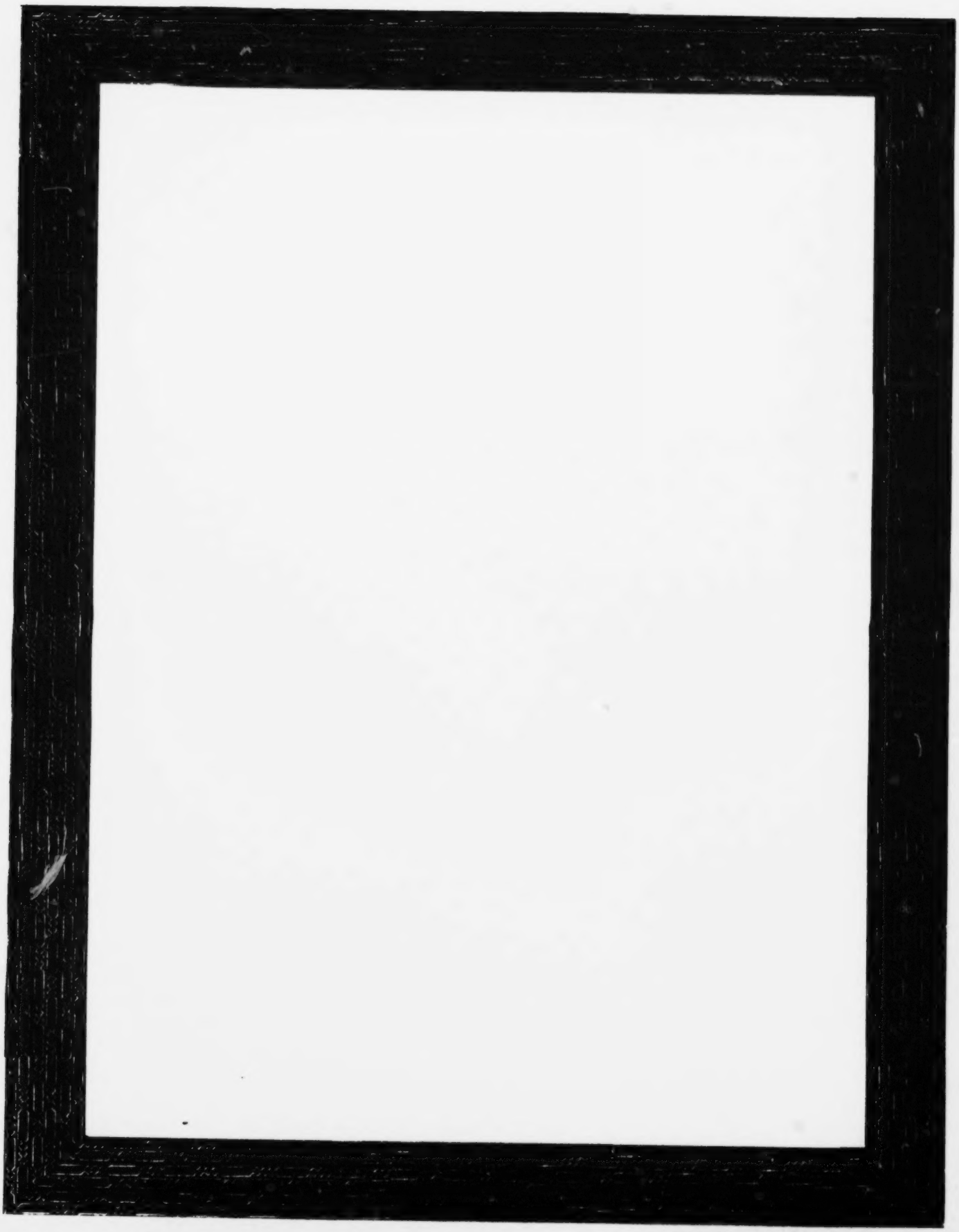

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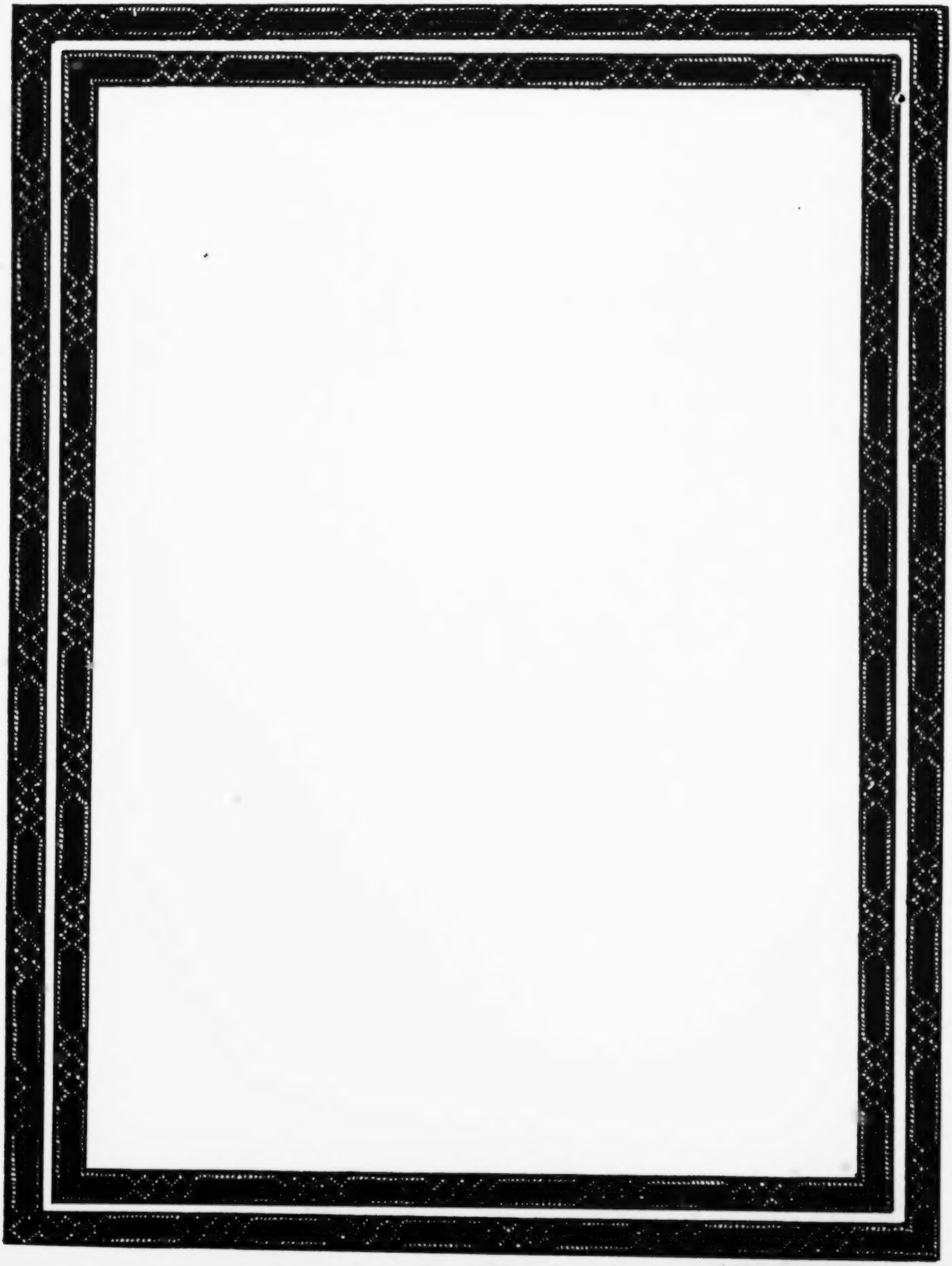

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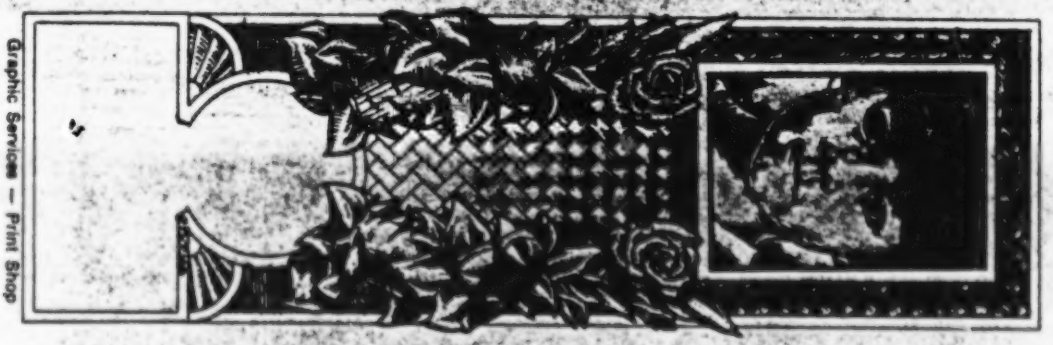

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